



History End Points

INTENT	At St Francis Xavier, our intent, when teaching history, is to stimulate the children’s curiosity in order for them to develop their knowledge, skills and understanding.		
PUPILS ARE ENABLED TO...	By the time children leave St Francis Xavier, they should have developed a secure knowledge and understanding of people, events and contexts from historical periods cover with the ability to think critically, reflect, question, debate and discuss events of the past.		
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, and sources to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe events within living memory acquiring historical knowledge whilst developing their use of historical concepts to build up a picture of the past • Describe significant people from the past. • Use dates where appropriate. • Explain the British Monarchy from 1066 to the present day, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the theme of ‘balance of power’. • Show an understanding of the 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe changes in Britain from the Stone Age to the Iron Age to develop their chronological understanding of British history. • Describe the growth of the Roman Empire and its impact on Britain to develop their chronological understanding of British history • Describe the changes within their locality throughout 	<ul style="list-style-type: none"> • Select and use sources of evidence to deduce information about the past, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Understand Britain’s settlement by Anglo-Saxons and Scots to develop their chronological understanding of British history. • Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor to develop their chronological understanding of British history. • Show understanding of a non-European society that provides contrasts with British history, comparing this to their locality. • Show understanding of the



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	<p>concept of nation and a nation's history.</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate key themes and historical skills.	<p>history (Roman)</p> <ul style="list-style-type: none">• Acquire historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied. (Ancient Greeks and Maya Civilisation)• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">a) Datesb) time period	<p>achievements of the earliest civilisations, gaining an overview of where and when the first civilisations appeared.</p> <ul style="list-style-type: none">• Identify continuity and change in the history of the locality of the school.• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.• Study a range of individuals and movements from across a time period, acquiring historical knowledge whilst developing their use of historical concepts to examine a key thread: peaceful protest.• Use dates and terms accurately in describing events.
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		<p>c) era d) change e) chronology.</p> <ul style="list-style-type: none">• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">a) Datesb) time periodc) erad) chronologye) continuityf) changeg) centuryh) decadei) legacy.• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.
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